

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Endsleigh Holy Child
Number of pupils in school	296 FS < 6
Proportion (%) of pupil premium eligible pupils	8 pupils F1 31 pupils Y1-6 10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Angela Spencer
Pupil premium lead	Josh Guthrie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,780
Recovery premium funding allocation this academic year	n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,780

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Ultimate Objectives:

- The ultimate objective at EHC is to achieve rapid progress for our PP pupils to narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- We aim to address barriers preventing disadvantaged pupils from making required progress to close the gaps.
- To ensure disadvantaged pupils experience all the opportunities and enrichment EHC has to offer, with no restrictions or obstacles.
- We also acknowledge that some of our PP pupils will need support not with the gaps, but rather challenge them to push for greater depth.

We are working towards achieving these objectives by:

- Ensuring support staff are timetabled effectively to cover all pupils' needs, from SEMH interventions to academic support across the curriculum.
- Including all teaching staff in the analysis of data and process of identifying trends to investigate and act on.
- Utilising appropriate external resources, agencies and programmes that cater for our pupils' individual needs across the entire curriculum.
- Targeting rapid progress for PP pupils thus increasing number achieving age related expectations - through continued development of quality first teaching (well planned and executed CPD including CPD on challenge across the wider curriculum)
- Focussing on a holistic approach, placing the emotional support at the heart of our nurturing environment for all pupils at Endsleigh Holy Child.

One of our key principles is that things are adaptable, thus this list of objectives and subsequent actions is not exhaustive and will change according to the needs and support our disadvantaged pupils require. This analysis of the needs of all the children

ensures appropriate allocation of money and also helps justify why large amounts of our funding is allocated to staffing who are able to support said individuals.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Lower confidence levels which can affect attitudes to learning, social skills and behaviours. Smaller group affected who are attending ELSA.
2	Lower starting points in oracy and reading skills, restricting access to the whole curriculum
3	Pupils lack of experiences in the wider world and impact of this on learning.
4	Personal circumstances leading to social and emotional issues which can affect learning and behaviour.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<u>Improved SEMH</u> Improved outcomes for pupils in relation to social, emotional and academic achievements as a result of support and intervention to meet SEMH needs.	Rapid progress in core areas for pupil benefiting from tailored provision. Where provision is pitched well, rapid progress in learning attitudes and therefore across the curriculum is seen. Pupils demonstrating improved attitudes to learning and a readiness to learn. Increase in percentage of pupils achieving expected and greater depth. Emotional literacy of pupils and how they self-regulate own emotions, understanding of others and the environment in which they are in will develop.
<u>Closing the gap in learning</u> Pupils diminishing the difference on all other pupils nationally as they move through the school. Developing greater grasp of language and applying this to their reading and writing and thus their wider curriculum learning. Early	Measured through assessment, regular scrutiny and comparison against national other. Phonics provision and screening results that close the gap to national and are improved on the previous year.

<p>provision which intervenes to enhance provision of early language.</p>	<p>KS1 data showing rapid progress in diminishing the difference from judgements at the end of FS.</p> <p>Pupils who pass the phonic screening in Y1 converting to achieving the year 2 reading standard.</p> <p>Children at the end of KS2 have achieved at least national progress expectations and some making better than expected, indicating rapid progress</p>
<p><u>Behaviour and attitude</u></p> <p>Disadvantaged pupils display good attitudes to learning and have a (family) community, that is increasingly supportive of academic excellence and outstanding behaviour.</p> <p>Increased levels of parental engagement.</p>	<p>Families work in partnership with the school to support and challenge children in their social and academic learning.</p> <p>Increase in engaging parents and agencies.</p> <p>Decrease in incidents involving inappropriate behaviour/poor attitudes to learning. Supported by the DSL and DDSL.</p> <p>Parent voice through Google Forms evidence of the increased engagement and satisfaction.</p> <p>Evidence of pupils willing and ready to learn as EWB needs have been supported/met.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,630 (CPD - £1,800 L3 TA £5,630)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training for new ECT working in Year 1. Revisit/monitor of current provision to ensure fidelity to the scheme all groups, including interventions.	In order to adhere to EEF principles, quality CPD for staff is essential. Ensure that the pupil premium pupils in KS1 are given the most up to date phonics provision, thus helping to ensure progress made. Weak language and communication on entry. Lacking experience of developed vocabulary.	2
Trained TA led interventions, particularly in field of SEMH. As well as	SEMH is a highlighted area for multiple PP pupils and having enough support staff to deliver appropriate sessions is vital to making successful steps towards building confidence and the resilience required to achieve progress within school environment.	1,4
Focused group and 1:1	Specific ELSA sessions to be delivered thus helping with SEMH needs of PP pupils. Emotional resilience is key to ensuring success.	1,4
Training of well being lead.	KS1 lead will take on role. Training will allow strategies to be cascaded across the phase and school to assist in building pupils' emotional resilience as well as developing their oracy skills, thus allowing them to speak about their emotions and articulate how it can be improved.	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13,390 (L3 TA £5,630 L4 TA £6,550 CPD - £1,200)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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ELSA training for two members of staff to ensure quality provision to support EWB and have greater impact on academic progress.	ELSA support is vital to allow our children to reach their potential. In order to develop resilience, have the emotional capacity to learn and to face potential challenges, targeted ELSA provision is needed.	1
Use intervention and targeted in class support to enhance provision in reading/writing for disadvantaged pupils Including: -additional reading 1:1 -Phonics/Vocab development work -small group comprehension and writing groups	This will allow for further targeted interventions for pupils identified in need. Previous interventions with a targeted focus on reading and writing have evidenced more than expected progress has been made. Phonics data evidences the impact of small group/1:1 interventions. Sutton Trust identifies: small group teaching could be reteaching gap/misconception addressing or vocabulary based work (EEF toolkit)	
Smaller groups created in mathematics in KS2 to ensure that children receive targeted teaching under the direction of class teachers.	EEF states 'evidence consistency shows the positive impact that targeted academic intervention support can have, including those who are not making good progress across the spectrum of achievement' Clear success was seen in year 6 last year through internal data measures. This will again be utilised in UKS2.	3
Ensure pupils have regular and additional opportunities to read and to hear texts. Within class and as part of tailored intervention	To address any missed opportunities from home and enhance learning through improved concentration due to small groups.	2
Times Table Rockstars	Essential part of learning and engagement with learning from home. Previously seen PP pupils engaged well with this in class and as part of an intervention	3
Wider curriculum resourcing to meet needs of refined curriculum.	A well-resourced engaging curriculum will enhance the provision for pupils in their learning journey, thus building confidence in their ability.	3, 1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,890 (TA £2,400 Wider opps £1,490)

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support available across lunch to minimise times of potential anxiety for children.	ELSA support builds resilience and enables children to create their own self-help actions.	1 & 4
Continual review of the curriculum to ensure it is balanced, carefully sequenced and accessible for all pupils, with carefully planned rich experiences and opportunities Provide opportunities for pupils to attend wider opportunities for free, for example residential, trips, visits which build on skills and knowledge from creative lessons and address missed time from COVID times	Pupils have the right to experience musical instruments and wider curriculum clubs/sports. We encourage active learning in the fight against the obesity crises pupils have not left their own homes or stayed away from home before accessing residential, limited experience of areas other than own locality	4

Total budgeted cost: £26,510

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Ultimate Objectives:

- *The ultimate objective at EHC is to achieve rapid progress for our PP pupils to narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.*

Summer 22: Y5 RWM combined gap –29.8. Y4 RWM combined gap 22. Y3 RWM combined gap –36.9. Y2 RWM combined gap –15.8. Y1 RWM combined gap –25.

Progress in maths – highest 20% and progress well above national.

Those attaining ‘expected’ in writing was significantly above national at KS2.

Progress scores: Reading 1.8, Writing 0.5 and Maths 2.2

- *We aim to address barriers preventing disadvantaged pupils from making required progress to close the gaps.*

Timetabled interventions with specific pupils took place across all year groups, led by support staff who had received appropriate training such as SALT interventions.

Absences in lowest 20% of all schools and persistent absence in lowest 20%.

- *To ensure disadvantaged pupils experience all the opportunities and enrichment EHC has to offer, with no restrictions or obstacles.*

Additional support given to families in terms of payments for extracurricular activities.

We are working towards achieving these objectives by:

- *Ensuring support staff are timetabled effectively to cover all pupils’ needs, from SEMH interventions to academic support across the curriculum.*
- *Including all teaching staff in the analysis of data and process of identifying trends to investigate and act on.*
- *Utilising appropriate external resources, agencies and programmes that cater for our pupils’ individual needs.*

- *Targeting rapid progress for PP pupils thus increasing number achieving age related expectations - through continued development of quality first teaching (well planned and executed CPD)*
- *Focussing on a holistic approach, placing the emotional support at the heart of our nurturing environment for all pupils at Endsleigh Holy Child.*

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
IXL	IXL Learning
Nessy	Nessy Learning Ltd
Times table Rockstars	TT Rockstars

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a